

# KENTUCKY DEPARTMENT OF EDUCATION



## ADVISORY GROUP MEETING SUMMARY

**ADVISORY GROUP:** Commissioner's Raising Achievement/Closing Gaps Council

**LIAISON:** Claude W. Christian

**MEETING DATE:** June 21, 2012

**NOTE-TAKER/CONTACT:** Claude W. Christian

### ADVISORY GROUP MEMBERS PRESENT:

J.J. Jackson	Lisa Smith
Joshua Santana	Sande Shepherd
Shambra Mulder	Donna Tackett (KDE)
Jaclyn Risdén-Smith	Terry Holliday (Commissioner)
Juan Pena	Claude Christian (KDE)
Rebecca Powell	Chuck Hamilton
Lisa James	Deborah Mapp-Embry

### Agenda Item:

#### Welcome and Review of Agenda

### Discussion/Action:

- Dr. Holliday welcomed members and visitors.
- Engaged in a brief discussion and explanation on how the new school and district report cards will look.
- Explained how Focus schools and districts will be identified:
  - **Focus Schools** (schools with the lowest achievement gap scores statewide (bottom 10%) and failing to make AMO for two consecutive years; high schools with graduation rates below 60 percent for two consecutive years; and schools with low scores among individual student gap groups)
  - **Focus Districts** (districts that have a gap group score in the bottom 10 percent of gap group scores for all districts)

### Key Questions/Concerns:

**How many focus schools might there be?** It is anticipated that there will be anywhere from 300-500 focus schools identified

**What does this mean?** The new accountability model is looking at more criteria which may result in some schools and districts scoring lower than in previous years. The 2011-2012 scores will establish a new benchmark. Some comparisons will be possible when looking at the percentage of students proficient and distinguished.

**Agenda Item:****Gap Delivery Plan Update** (Susan Allred, Claude Christian, Donna Tackett)**Discussion/Action:**

- Claude Christian and Donna Tackett presented information from the initial Gap Stocktake meeting, which provided an overview of the Gap Delivery Plan (**Appendix A**).
  - Reviewed goal of Gap Plan which is in direct correlation with the Kentucky Board of Education goal:  
*Increase achievement for all students in Kentucky so that the achievement gap decreases for all subgroups (African-American, Hispanic, Native American, With Disability, Free/Reduced Price Meals, Limited English Proficiency) from \_\_\_\_% in 2012 to \_\_\_\_% in 2017 as measurement is reported by school report cards.*
  - Achievement levels will be determined using a variety of data including 8<sup>th</sup> grade EXPLORE (reading and math),
    - Acknowledged that there would be an initial drop in scores when comparing KPREP reading and math
    - Will also compare End of Course and ACT
    - This will call for a careful review of the scores and what they mean
  - Discussed each strategy and its potential effect on the closing of gaps
  - In order to provide appropriate updates and adjustments, each strategy is now being assessed for viability and likelihood of success.
  - Next step for this plan is to seek external feedback. Plan will be updated based on review of feedback.
  - Initial focus will be on 41 Priority schools and any schools identified as Focus Schools
  - Will also focus on the work of the Adaptive System of School Improvement Support Tools (ASSIST) in building Comprehensive School Improvement Plans (CSIP) and Comprehensive District Improvement Plans (CDIP)

**Key Questions/Concerns:****How will the Addendum ILP be used once the regulation has been amended?**

- Provides a new definition: *"Alternative education program" means a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.*
- Allows for the identification of all alternate programs in the state.
- Allows for data to be collected concerning the effectiveness of alternative program

What resources exist for best practices for schools and districts to use?

- The KDE presently has a website for PEEK – Performance Excellence in Education Kentucky <http://peek.education.ky.gov/>

**Agenda Item:****Achievement Gap Guidelines Implementation** (Phillip Daugherty)**Discussion/Action:**

- New module created for presenting the “Guidelines for Closing Gaps for All Students” to the School Based Decision Making (SBDM) Councils (**Appendix B**)
- This will be an optional module
- Developed to provide SBDMs with options on how to address some of the areas of concern in the Comprehensive School Improvement Plans (CSIP).
- State approved SBDM trainers will receive training on the module and it will be made available this fall.
- Will provide “The Missing Piece” parent Involvement document as a resource
- Designed to help SBDM members focus on strategies specific to their identified needs.
- Some strategies will be available through the Adaptive System of School Improvement Support Tools (ASSIST)

**Key Questions/Concerns:**

**When will this be put into place?** The plan is for this to be ready to roll out by the time school begins. Any feedback from the CRAGC will be used to improve the process.

**Who made the decision on the strategies that are in the presentation?** The suggested strategies are a starting point for discussion. Each council will have a variety of strategies from which to choose based on their needs and availability. The strategies that are identified in the presentation come directly from the CRACGC Guidelines document.

**Why was this module created?** This module was created at the suggestion of a Council member who felt the SBDM councils would be a good way to get the guidelines in the schools and into the hands of school-level policy makers.

**Agenda Item:****Adaptive System of School Improvement Support Tools (ASSIST)** (Ginger Kinnard)**Discussion/Action:**

The Adaptive System of School Improvement Support Tools (ASSIST) is a new web-enabled school improvement and accreditation management system that is being launched worldwide by AdvancED to over 28,000 schools and school systems. The Kentucky Department of Education (KDE) is working with AdvancED to embed KY specific content and requirements within ASSIST to ensure that KY schools and districts have access to a common school improvement planning process and system that will to streamline and facilitate the management, monitoring and evaluation of continuous improvement.

- Brief PowerPoint presented showing the purpose of ASSIST and its benefit to KDE (**Appendix C**)
- Schools and districts presently accredited by AdvancEd are already using ASSIST
- The North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of

Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED

- Presently being used in schools to complete Program Reviews for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies
- Cohort 3 (last group of 19 schools identified as Persistently Low Achieving) is required to use ASSIST to complete improvement planning
- All schools and districts will be required to complete improvement plans (CSIP/CDIP) in ASSIST beginning in 2012-2013
- ASSIST will be used to help align the various plans for improvement across schools and districts

**Key Questions/Concerns:**

**Are there samples of what a report would look like?** Yes, see **Appendix D**.

**Other Items (can include items not on formal agenda, action to be taken, next steps, food for thought):**

**The Commissioner asked the council two questions:**

- 1. Are we meeting the CRACGC Goals and expectations?**
- 2. Have we made the work of the CRACGC usable in the schools and districts?**

The council response was yes.

- “In many ways, KDE has made great strides forward in providing support to schools and the community for closing gaps.”
- “It is no longer just a conversation but a requirement with “teeth” that provides requirements along with suggestions and support for carrying them out.”
- “Utilizing the SBDM to get the information in the schools is a big step forward.”

The council would like to see continued work in the following areas:

- Delivery Plans
  - Best Practices Network
  - Professional Development Network – aligned with needs and research
- Support for the SBDMs
- Culture Audits
- ASSIST
- Communication Plan that involves and reaches communities and families
  - CRACGC goals
  - Assessment Results and what they mean in plain language
  - How the “alphabet soup” actually blends and the clear role of each (i.e., ASSIST, CIITS, IC, etc.)